**II. Goals of the Proposed Project**

The ultimate goal of the proposed TRC project is to move teachers along the continuum of change as they develop knowledge and skills to create 21st century learning environments and to utilize 21st century instruction to engage students and facilitate their learning of core subjects and 21st century skills. As this is a demanding goal that requires teachers to make basic changes in different areas of their belief systems and work practices, it is a process that takes both time and consistent attention through training, coaching and practice. As individuals go through a process of change, they naturally go through stages of being:

1. Unconsciously incompetent – using old methods automatically and without considering options.
2. Consciously incompetent – knowing that old methods can be improved or replaced but not knowing what to do or how to do it.
3. Consciously competent – being able to implement new methods but only with concentration and effort.
4. Unconsciously competent – automatically integrating new knowledge and practices into lesson planning and instruction naturally and without struggle.

To accomplish project participants’ movement along this continuum, the TRC facilitator will provide an array of training and support activities to teachers to foster their mastery of 21st century instruction in the following areas:

Pedagogy – All staff at Franklin is acutely aware of the necessity to implement both cutting edge research and established best practices to address the learning needs of all students. Of primary importance is the inclusion of research-based instructional methods including both the use of technology and its incorporation into classroom instruction to foster the engagement of students in rigorous and relevant learning activities that will create and develop their abilities as life-long learners.

In addition to increasing student mastery of core subjects through enhanced instruction, improving teachers’ ability to facilitate students’ development of 21st century skills as outlined by the Project for the 21st Century (P 21) is a primary goal of the project. As this requires a basic changes in how teachers approach their roles as instructors, they must embrace a new way of teaching. Through the establishment of a new pedagogy (as outlined in “Education Support Systems” on the P 21 *Mile Guide*) student instruction will not only utilize technology, but student learning will also be facilitated by teachers in ways that will help them to develop the skills outlined by business and industry as being critical for employment and competitiveness for students who graduate into the 21st century workplace. Project activities will be centered on fostering those student learning skill outlined by P 21 as Information and Communication Skills (including media literacy and the use of multimedia communication tools), Thinking and Problem-Solving Skills (including critical thinking and higher level thinking skills), and Interpersonal and Self-directional Skills (including collaboration, self-direction, accountability and adaptability).

To affect this change in pedagogy for participating teachers, the TRC facilitator will provide an array of training activities to support and empower them to move along the continuum of change to complete competence with the new pedagogy including the use of technology and implementation of constructivism. Training activities and support for this goal include:

* Specific trainings and inservices as outlined in the “Training Plan for professional learning days” in the “Implementation” section of this grant application.
* Teachers attendance at Altec trainings and the follow-up support by the TRC facilitator to operationalize and generalize learning from those events into their classroom practices.
* Job embedded professional development including classroom observation, modeling, and hands-on coaching to assure the transfer of learning to classroom instructional practices.
* Establishing and supporting robust professional learning communities (PLCs) including a building level collaborative, participation in the WPS TRC community, and participation in the KSDE TRC Ning.

To develop teachers’ abilities to enhance student learning opportunities and to encourage higher order thinking skills, the TRC coordinator will provide instruction and resources to develop their understanding of:

* How students learn (brain-based learning, learning and motivation, etc.).
* 21st century skills including higher order thinking skills including the ability to frame, analyze and solve problems, engage in critical thinking, exercise sound reasoning, developing and implementing new ideas.
* How to use constructivist pedagogies including investigative learning and PBL in practical classroom applications.

All teachers and administrators at Franklin are committed to participating in and to benefitting from TRC professional development opportunities that will equip them with the knowledge and skills necessary to construct 21st century learning environments, devise and present effective and technology-rich lesson plans, and to facilitate challenging learning opportunities for all students that provide experience and practice with 21st century skills.

Engaging Students, Access – Student engagement in learning activities is an essential key to their success not only in their academic careers, but also to life-long learning ventures. Students are “digital natives” who have considerable experience with technology and who expect to be able to utilize it at school. In a recent focus group of students, they expressed a disdain for having to “power down” when entering a school and then being “subjected to and bored by” 20th or even 19th century teaching methods.

All TRC professional development activities, especially hands-on, job-embedded training and in-class modeling by the facilitator, will be geared toward not only utilizing technology, but also to its meaningful application in learning activities that are relevant to students’ lives and interest. Inclusive of technology, software, and web-based resources such as Web 2.0 and virtual field trips, teachers will become competent in not only engaging students in rigorous, standards based instruction, but in facilitating students’ development into becoming technology-literate learners who can incorporate innovations and adapt to the ever increasing speed of technology advancement.

To accomplish this, teachers will learn effective means of collaborating with students in developing projects and activities. Furthermore, teachers’ concentration on their mastery of investigative learning as an instructional pedagogy will create opportunities for students to provide feedback on how teachers can best meet their individual needs in engaging, relevant ways. The ability to differentiate learning based on this input as well as assessments and observation will greatly contribute to the teachers’ ability to engage students.

The TRC facilitator will provide specific instruction and support to teachers toward developing instructional methodologies that authentically engage students in learning activities. TRC professional development will include instruction and support on: including:

* Utilizing technology in meaningful ways and facilitating learning in ways that honor and build on students’ competence and experience with technology.
* How to include students as collaborative partners in their own learning.
* Making lessons and spontaneous “teachable moments” relevant to students’ interests and lives.
* Utilizing investigative learning activities and the Socratic Method to engage students in exciting adventures into learning that provide stimulation and experience with their use of a wide range of 21st century skills.

Leadership/Creating a Collaborative Culture – There is a strong understanding and agreement within the Wichita Public School district with the concept that the proposed TRC project is not simply a professional development opportunity for a few teachers, but is rather a means of instituting a far reaching change in culture throughout the entire school with all teachers – current and future. In addition, this TRC project is seen as a collaborative effort within Wichita Public Schools instead of being a stand-alone project in a single school. As such, collaboration among past TRC schools, current TRC schools, and the newly funded Franklin project will be facilitated by an increasingly robust community of dedicated educators who will continue to support each other through multiple methods. Means of facilitating the desired system change are incorporated throughout the TRC grant. These include:

* Dedication of PLC time to the development of individual teachers’ skills and to their understanding and ability to elucidate all aspects of TRC to all teachers at Franklin.
* Monthly staff meetings will have time for regular updates on TRC by participating teachers and for leadership to reinforce the direction of systemic change to facilitate a school-wide culture change.
* Building level inservices will be dedicated to the presentation of TRC principles and practices to all Franklin staff to expand all teachers’ understanding of TRC philosophies and practices.
* In addition to grant requirements, release time will be assured to teachers for their attendance at conferences and to benefit from other learning opportunities as available and as district resources will allow.
* To facilitate a district-wide understanding of, and buy-in to, TRC, both the principal and TRC teachers will make themselves available help expand and proliferate TRC throughout the district through multiple methods.
* As a result of successful implementation of this grant funded program, Franklin will be open to the district (and the state) as a professional development center that will be a demonstration of not only what can be done when TRC is implemented with fidelity to the models, but to also demonstrate how it can be done within WPS’s protocols, structures, and programs.
* In addition to the more formal means of creating a change of culture, all teachers are aware of the power of the “unofficial grapevine” for expanding the vision of their peers and for creating an enthusiasm that can prevent or overcome a natural resistance to change. All teachers and administration are excited, enthusiastic, proponents of TRC and will miss no opportunity to help others understand and embrace its tenets.

To foster a collaborative culture, traditional forums such as meetings and inservices will be augmented and enhanced by technology based means of collaborating among Franklin TRC teachers and an increasing PLC of TRC teachers using 21st century skills and 21st century tools including the State TRC Ning and other social networking opportunities. These resources will accelerate learning among the dedicated staff and will continue to facilitate continued growth of TRC beyond the state funded grant.

Local Project Goals

The TRC project will support all assessment and evaluation efforts required and desired by Altec and KSDE. In addition, to assure that the proposed TRC project can adequately address the above goals, specific local goals are outlined below to assure the successful implementation of the grant.

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| **Goal: Establish TRC classrooms as 21st century learning environments** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Purchase technology and software | May – June, 2011 | Budget in Google docs/Purchasing records |
| 2) Install technology and software in classrooms | August 2011 | Presence of technology  Work orders |
| 3) Set up classrooms as tech rich learning environments | August 2011 | Presence of technology  PD agenda |
| 4) Obtain Web 2.0 tools & collaborative resources for student use | August 2011 - Ongoing | PD agenda |
| **Goal: Improve TRC teachers’ technology skills and use of skills to enrich standards-based instruction** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Begin Altec TRC Professional Development activities | Facilitators – June 2011  Teacher trainings – August 2011-Ongoing | Records of attendance |
| 2) Establish TRC Professional Learning Community | Sept. 2011 – Ongoing | Presence of activity on TRC Ning |
| 3) Attend quality conferences and trainings | Ongoing as available | Record of attendance |
| 4) Develop and submit at least 2 project- based lesson plans per teacher per semester (1 to target an assessed indicator) | May 2011  May 2012 | Presence on Ning as well as the District TRC site |
| 5) Increase teacher skill level | Ongoing | ProfilerPro administered at end of year |
| **Goal: Disseminate PD learning/program activity and progress to all audiences** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Initiate building in-services and staff meetings by TRC teachers | Sept. 2011 - Ongoing | Record of meetings and training activities |
| **Goal: Students will increase reading skills through 21st century context and use of 21st century tools** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Establish baseline for reading skills | Aug. 2011 | AIMS Web scores |
| 2) Reading instruction will be integrated in cross curricular learning activities and during core reading instruction | Aug. 2011 – Ongoing | Submitted lesson plans |
| 3) Consistent Measures of AIMS Web (3times a year) | Aug. 2011, Dec. 2011, May 2012 | AIMS WebScores |
| **Goal: Students will increase competency with technology** | | |
| Activity: | Timeline: | Evaluation: |
| 1) Students will receive instruction on specific hardware and software applications | Aug 2011 – Ongoing | Teacher lesson plans |
| 2) Students use technology throughout year in project based learning ICT applications as tools for learning | Aug 2011 – Ongoing | Teacher lesson plans |